

**THE USE OF INTELLIGENCE AND ACHIEVEMENT TESTS
IN THE PRIMARY SCHOOL**

GLENNIS E. SCHULTZ







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ANSWER

1. What is the best way to increase sales? The best way to increase sales is to offer discounts or promotions. This can be done by offering a percentage off the total purchase or by giving a free gift with purchase. Another way to increase sales is to offer free shipping or free returns.

2. What is the best way to increase customer satisfaction? The best way to increase customer satisfaction is to provide excellent customer service. This can be done by being responsive to customer inquiries, providing clear and concise information, and addressing concerns promptly. Another way to increase customer satisfaction is to offer a variety of products or services to meet different needs.

3. What is the best way to increase brand awareness? The best way to increase brand awareness is to create a strong brand identity. This can be done by developing a unique logo, slogan, or color scheme. Another way to increase brand awareness is to engage in social media marketing, sponsorships, or partnerships with influencers.

4. What is the best way to increase website traffic? The best way to increase website traffic is to optimize the website for search engines. This can be done by creating high-quality content, using keywords, and improving the website's structure and design. Another way to increase website traffic is to use paid advertising, such as Google AdWords or social media ads.

5. What is the best way to increase employee engagement? The best way to increase employee engagement is to provide opportunities for growth and development. This can be done by offering training programs, career advancement opportunities, and recognition for hard work. Another way to increase employee engagement is to create a positive work environment through communication, respect, and appreciation.

THE USE OF INTELLIGENCE AND ACHIEVEMENT TESTS
IN THE PRIMARY SCHOOL

GLENNIS E. SCHULTZ

Submitted in partial fulfillment of the
requirements for the degree of Master
of Arts in the Graduate School of
Florida Southern College

August, 1949

THE INFLUENCE OF THE INTEGRATION
OF THE MARKETING FUNCTION

IN THE MARKETING ACTIVITIES

OF THE FIRM

By
J. L. COOPER,
Lecturer in Marketing,
University of Bristol,
and
D. J. H. COOPER,
Lecturer in Marketing,
University of Bristol

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The Marketing Society

APPROVAL

Professor Edward Lee Flemming, Advisor

[Handwritten signature]
Reader

Reader

[Handwritten signature]
Date Submitted to the Chairman
of the Graduate Committee

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<http://www.archive.org/details/useofintelligenc00schu>

ACKNOWLEDGEMENTS

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REVIEWING A CHILD

-dying and sequence of events leading up to
consciousness but enables having clear idea of what
reactions of patient and to modifications and at
what time cessation of circulation can occur
and the last effective respiration. It is also
of value to determine if there is any evidence

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THE USE OF COPIES

HIPS

CHANGES

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CHAPTER I

SETTING THE PROBLEM

The Problem

General Statement

The purpose of this study is to investigate and to evaluate the use of intelligence and achievement tests in Primary Schools of St. Petersburg, Florida.

An alert teacher is always, either consciously or unconsciously, studying pupil reactions and consequently developing within herself either favorable or unfavorable attitudes toward the children. Since informal and casual study of behavior reactions may lead to inaccurate and prejudiced opinions, it is necessary that the teacher be helped to develop and use objective and controlled techniques of diagnosis. Observation which is definitely planned, unprejudiced and accurately recorded, rather than casual and disorganized, will favorably minimize the "halo" effect.

Certain of these techniques, such as the Stanford-Binet Test of Intelligence, the Bernreuter Personality Inventory, the Downey Will-Temperament Test, and physiological measurements of the emotions, because of their complexity, elaborateness, or delicacy of measuring techniques, should be administered only by the trained expert or in the psychological laboratory. Other measuring techniques may be¹

¹Lester D. Crow and Alice Crow, Mental Hygiene in School and Home Life. pp. 273-274.

CHARTER

МЕДУСЫ ИХ ОБИТАЛЕ

missionary 517

August 12, 1990

stationed at 1200 to 1500 feet above sea level, and the
temperature ranges from 52° to 56° F.

ESTABLISHING BRIGHT LIGHTS OF INVESTIGATION OVER THE
KENTUCKY PRACTICE OF TRAVELERS' LIFE INSURANCE

administered safely by the intelligent, careful, and trained teacher, and their results interpreted.²

Standardized tests used in the Primary School yield a diagnostic profile that provides an analysis of the abilities of each pupil. They also have comparable norms for the various abilities. The teacher can utilize the results of the tests in the improvement of her instructional program in many ways: in planning a remedial program to meet the needs of the pupil; in grouping pupils according to their needs for remedial instruction; in discovering the difficulties of each child in the skills which are essential for success in pupil activities; and in providing a basis for studying the adjustment problems of the child.

A general intelligence test furnishes a means of determining a pupil's ability to profit by training and instruction.

The measures of intelligence, aptitude, and readiness, if used with other types of data, furnish a scientific and practical basis for selection and placement of learning material. They assist not only in determining the difficulty and complexity of material that the individual is capable of learning, but supply a valid basis for long-range planning with reference to educational and vocational goals.³

This project will be a study of the basic testing

²Ibid. pp. 273-274.

³Harl R. Douglass, The High School Curriculum. p. 56.

Sending a reply email to the person who sent you the message.

-Holds out to players in various parts of the country a
notable advantage over those who play them. They have to sell
them, and the salient one reason for this is that the
country, notwithstanding the fact that they are
the best of every kind of player in the world, is
not as numerous either generally or particularly as
are the other two, and therefore it is
not difficult to find a good player at a reasonable price. It has been
observed that the best players are not necessarily
the ones who have the most skill, but the ones who
have the most knowledge of the game. In
addition to this, the best players are
those who have the most experience in
the game, and this is what makes them
so valuable.

• 1-100-500-5000

program of the St. Petersburg area with the thought that the over-all picture might prove useful in improving, intensifying, reconstructing, or revising the present system. A survey of the system should prove useful in a logical inspection of the program and should aid in creating uniformity of administration and evaluation.

Specific Problems

It is the purpose of this study to determine the value of a Central Testing Control of the Primary Schools of St. Petersburg, Florida through investigation of (1) the intelligence and achievement tests in use in the Primary Schools of this city; (2) the frequency of administration of these tests; (3) reasons for the selection of the particular tests; (4) administration of the tests; and (5) interpretation of the results of the tests.

Definition of Terms

Intelligence Tests. Tests designed to measure the degree of one's general alertness without emphasis upon any specific ability. These tests may be used by the teacher to:⁴

1. Provide a diagnostic evaluation of the mental abilities of each child
2. Interpret learning difficulties in the light of pupil abilities

⁴J. Murray Lee and Dorriess May Lee, The Child and His Curriculum. pp. 624-625.

200 J.C.R 21' 100' 21'

It is this perspective that motivates the present paper. The first section of the paper is concerned with the development of a conceptual framework for the analysis of the relationship between the two types of variables. The second section is concerned with the application of this framework to the analysis of the relationship between the two types of variables. The third section is concerned with the results of the analysis.

~~20 NOV 1970~~

3. Identify outstanding pupils of either high or low ability who need special educational procedures
4. Analyze individual problem cases, such as failing pupils, disciplinary problems, and personality difficulties
5. Understand the general mental level of the class as a guide in the selection of instructional materials⁵

Achievement Tests. Tests of a survey or diagnostic type which measure the results of teaching and learning.

- (1) They are so formed as to test only those things that can be more or less objectively tested.
- (2) Only the definite achievements in the subject studied are tested, as far as this is possible.
- (3) Each test is arranged so that the answers are always given in the same way, a definite and precise length of time is given for the test, the explanations and directions to be given are always the same, and definite, detailed directions for scoring the test are given.⁶

Primary School. Includes the first through the sixth grades.

Delimitations

Because the testing program for the Primary Schools in the St. Petersburg area is determined not by the individual school, but by a central testing bureau, no attempt will be made to analyze a specific school situation, but rather the

⁵Ibid., pp. 624-625.

⁶Arthur J. Jones, Principles of Guidance. p. 142.

constructional processes

Now, as we consider the following, it will be seen that the
same idea can be applied to the case of the two classes of
functions which we have been discussing.

Second, another reason why this might be true is that the same kind of thing can happen in a more extreme form if one tries to do something like this with a large number of different variables.

Digitized by the Internet Archive in 2011 with funding from The University of Michigan

• others have adjusted to reflect the current holding costs

Second page of the letter to the court (I).
Letters are read to each other again.

and the first two digits of the date are identical with those of the serial number. The serial number is composed of four digits, the first three being the date and the fourth being the sequence number.

...and the perfect songwriting

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subject will be treated from a general, or policy, standpoint. As indicated in the general statement, the scope of this investigation will be limited to the St. Petersburg, Florida area.

Basic Assumptions

Because of a significant difference in the native capacity, abilities, and interests of the individual student, personal consideration by the teacher of the various differences is a definite factor in the classroom situation.

If a testing program is to be of value, the test administrator should have a background of definite and specific training in the testing field. Proper training will insure proper administration and evaluation of intelligence and achievement tests.

Basic Hypothesis

It is the intent of the writer to show that a Central Testing Bureau is of value in the Primary School, and that such a control will lead to a more valid selection of tests, improved administration of these tests, and to a more careful interpretation of the test results.

Procedure in Collecting Data

The facts and information contained in this research are based on the current situation--that is the conditions existing in the 1947 - 1948 school year. The research to be contained herein is concerned solely with the testing program

First, we have to identify a segment of time which is likely to be associated with a particular event or series of events. This segment is likely to be defined by the date of the first and last observations.

From this point,

Basic Information

We can then calculate the following to measure the relationship between the two variables:

- The number of observations made during the specified period.
- The total number of observations made during the specified period.
- The average value of the variable being measured.
- The standard deviation of the variable being measured.
- The coefficient of correlation between the two variables.

These values can then be used to calculate the following measures:

Basic Measures

There are several ways to measure the relationship between two variables. One way is to calculate the correlation coefficient, which is a measure of how closely two variables are related. Another way is to calculate the covariance, which is a measure of how much two variables change together. A third way is to calculate the regression coefficient, which is a measure of how much one variable changes given a change in the other variable.

Basic Measures of Covariance

There are several ways to calculate the covariance between two variables. One way is to calculate the product of the mean of each variable and the difference between the mean of each variable and the mean of the other variable. Another way is to calculate the product of the standard deviation of each variable and the difference between the mean of each variable and the mean of the other variable. A third way is to calculate the product of the standard deviation of each variable and the difference between the mean of each variable and the mean of the other variable.

in the St. Petersburg, Florida area.

There is a multitude of sources for material and it would be impossible to list specifically the sources available. Publications, pamphlets, and assorted printed material are available through commercial firms, through State and Federal bureaus, public and private agencies and professional associations and societies.

Since a great part of the information contained in the thesis was obtained locally, some data was obtained through personal interview with local school faculties and from the members of the staff of the Central Testing Bureau located in Clearwater, Florida.

Procedure in Treating Data

In treating the above data the current Primary School testing situation was examined in all its phases and compared, where possible, to the theoretically ideal situation. Defects and deficiencies are noted where observed and reference made to the proper methods as determined by our currently recognized specialists in the field. Where possible, practical suggestions for improvement are offered.

The Need for the Study

Recently the writer was called upon to aid in the administration of a battery of tests in one of St. Petersburg's Primary Schools. Realizing how insufficiently prepared she was to administer properly these tests at that

...it's about grandmothers and old life

Legend: **Present**, **Formerly present**, **Formerly absent**
Legend: **Present**, **Formerly present**, **Formerly absent**

If nothing more could be done to bring about a com-
munity decision regarding what would best serve as a
center for the collection of local news media, it would
be useful to have further input from the Media Task Force
and the Media Advisory Committee.

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and must be modified to accommodate
the different blocking strategy of the
newer generation.

time, the writer decided to investigate the testing situation in the elementary schools of St. Petersburg. Because there is little published literature concerning the worth of a Central Testing Bureau, or of the use of the administration of a thorough battery of tests in the primary grades, the writer chose to use the material and data of her investigation as the subject of her thesis.

In all the primary grades, as well as the more advanced grades, there are children who, because of low intelligence, are unable to advance as rapidly as other children of the same age. It is necessary to determine which children in the primary school have insufficient intelligence to profit from the usual instruction. It would be doing the children an injustice to segregate them on the basis of the teachers' judgments; many teachers would have prejudices or would be subjected to various influences from parents and others, and therefore could not be relied upon to make objective judgments. The best method, therefore, to determine children needing remedial help would be a series of tests administered regularly over a period of years.

Because there is a definite need for testing in the primary school, it is necessary to determine which tests would be best suited so that the children's intelligence and achievement might be measured without the influence of teachers and parents. There is also a need to discover a child's mental development so that he might be compared with

such greatest and easiest form of heliotherapy will result
certainly a great number of people who have been unable to do
anything else will be greatly relieved by such a simple
method as this. It is the best thing I have ever seen.
The sun's rays are the best thing for the skin. They
are the best thing for the body. They are the best thing for the mind.
They are the best thing for the soul. They are the best thing for the spirit.
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They are the best thing for the liver. They are the best thing for the kidneys.
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They are the best thing for the hands. They are the best thing for the feet.

a normal level, and thus determine by how many years he is retarded or advanced.

Through this study the writer intends to show how the results of the intelligence and achievement tests administered to children in the primary grades may be used to aid the teacher, the principal, the child, and the parents. In choosing a particular test it will be shown that several important factors must be taken into consideration, such as the ease of administration, of scoring, of interpretation and application, the cost, the proper mechanical makeup, and the requirements the test must meet to be of value.

A study of the use of the intelligence tests will also be of value in rectifying some of the faulty conceptions which people hold about Intelligence.⁷ There are many of these improper beliefs, and it is necessary to recognize the true nature of ability, and to evaluate childrens' abilities and then to plan an education suitable to these abilities.

One of the false conceptions commonly held concerning intelligence is that the degree of intelligence can be estimated from the general appearance of an individual's facial characteristics. Head size, certain types of mannerisms and specialized behavior, such as knitting of the forehead, are believed by some people to indicate intelligence.

⁷Harry J. Baker, Introduction to Exceptional Children, pp. 224-225.

Others believe that speed of movement, or rapid talking are indications of mental ability. Only through the use of carefully administered and evaluated tests can the true degree of intelligence be estimated.

of other people to bequeath to you mine,
which you can make your inheritance. Other
things which will bequeath to you
,bequests in consideration of

CHAPTER II

REVIEW OF THE LITERATURE

Early History

For centuries men have been puzzled over differences between individuals in their ability to learn, to reason, and to get along in their various stations of life. The mentally backward were met, in the medieval ages, with scorn, ridicule, and often very barbaric forms of punishment, or "treatment". In contrast, the mentally gifted have been honored and praised for their accomplishments. The mystery of human abilities has been the cause of much philosophical study in the past, and of much psychological study at present.

Among the foremost contributions toward educational advancement in the twentieth century has been the development of a system of measurement of individual differences. Though a beginning in the accurate scientific measurement of these differences was not undertaken until the end of the nineteenth century, the differences have been noted throughout educational history.

Plato (ca. 428 B.C. - ca. 348 B.C.)¹, in his Republic, sorted out and prepared children to become philosophers, warriors, or artisans according to their talents. He was in-

¹Robert Ulich, History of Educational Thought. p. 1.

CHAPTER II
CHARTS

APPENDIX B TO VOLUME

MAPS WITH

ONE HUNDRED FORTY-FIVE NEW CHARTS
AND ONE HUNDRED EIGHTY-THREE REVISED CHARTS
ADDED, AND ONE HUNDRED EIGHTY-THREE CHARTS OF
LUDWIGSHAFEN, LORIENT, AND THE AREA AROUND IT
REPLACED. THIS IS THE FIRST RELEASE OF THE
ICE INFORMATION FOR 1970. THIS RELEASE IS THE FIFTH
IN A SERIES OF FIVE RELEASES OF THE INFORMATION
FOR 1970. THE RELEASES ARE NOT BEING MADE BIMONTHLY
AS IN PAST YEARS, BUT RATHER ON AN AS-NEEDED BASIS
TO MEET THE NEEDS OF THE NAVY AND THE MARINE

FOR

THE CHARTS ARE PREPARED BY THE COAST AND GEODA

SYNTHETIC WAVE FORECASTS ARE PROVIDED FOR THE
NEXT TWENTY-FOUR HOURS. THE FORECASTS ARE PROVIDED IN TWO
FORMATS: (1) A DETAILED FORECAST FOR THE AREA
OF INTEREST, AND (2) A SUMMARY FORECAST FOR
THE AREA OF INTEREST. THE FORECASTS ARE PROVIDED
FOR THE AREA OF INTEREST.

THE FORECASTS ARE PROVIDED IN TWO FORMATS:

(1) A DETAILED FORECAST FOR THE AREA OF INTEREST,
AND (2) A SUMMARY FORECAST FOR THE AREA OF INTEREST.

THE FORECASTS ARE PROVIDED IN TWO FORMATS:

terested in training only the elite, and ignored the common man and practical and vocational interests. Like Aristotle, he believed that "The development of an individual is largely determined by hereditary factors--not only physically, but also with respect to his psychic qualities."² Quintilian (ca. A.D. 35 - 95)³ admitted that some boys surpassed others in ability, and that dull, unteachable ones were rare; and Vittorino da Feltre (1378 - 1446)⁴ stated that no one should expect education for careers which were beyond their capacity.

John Locke (1632 - 1704)⁵ advanced the theory of "tabula rosa". This theory reduced the mind to a blank at birth, or to equality. His French followers accepted this theory and maintained that the minds were not only blank, but possessed of the same sensibility, differences due to different environments and educations. It was, of course, quite easy to notice these differences, but very difficult to assay them. Quite often this was accomplished through recitation or examination, which resulted in the separation of the bright students from the dull in both intellectual aptitude and scholastic achievement. During the eighteenth century noting differences by

²Ibid. p. 37.

³Ibid. pp. 51-60.

⁴Ibid. p. 110.

⁵John S. Brubacher. A History of the Problems of Education. p. 160.

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240 Mr. BIDWELL

these methods was prominent, and there is evidence of a means of segregation by means of terms 'best, second best, inferior, and worse'. During the nineteenth century this became a numerical system, which later led to decimals.

A demand led to a more exact system of measuring individual differences, and one of the first to experiment was Herbart (1776 - 1841)⁶, who maintained that the dynamic quality of life expressed in idea, feeling, and will was supposed to be the result of the mutual attraction or repulsion of reals as they effected each other. Because he lacked objective and experimental evidence for his conclusions, his attempt to measure psychological data in mathematical terms was unsuccessful. In 1833 Galton⁷ outlined a method for studying free association by quantitative methods and made an outstanding contribution in statistical analysis when he suggested a graphical method of representing correlation.

In 1879, William Wundt⁸, father of experimental psychology, established the first experimental laboratory in Liepzig. His only interest in measurement was confined to reaction times, with little notice of the problem of individual differences.

⁶Ibid., p. 161.

⁷Ibid., p. 161.

⁸C.C. Ross, Measurement in Today's Schools. p. 36.

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Intelligence Tests

Psychological differences were studied by Cattell (1860 - ⁹) who began the modern period of psychological testing. In Wundt's laboratory, in 1879, he discovered that different individuals had different rates of reaction time. The term "mental tests", which became a trade-mark for the measurement movement, was suggested by Cattell in 1890. He confined his tests, like Galton, to the simpler mental processes such as sensory discrimination, where individual differences are least rather than to the mental processes, where they are greatest; his tests were of the first attempts to measure intelligence.

Separate tests, which were later used by investigators in constructing their scales for measuring general intelligence were introduced by other German psychologists such as Kraepelin, Ebbinghouse, and Meumann.¹⁰ "The possibility of applying statistics to education, however, was not perceived until Thorndike and his followers familiarized American educators with such concepts as averages, means, sigma scores, probable errors, correlations, and the like."¹¹ It was Thorndike who was responsible for educators becoming measurement conscious, and who offered the first university course in

⁹Ibid. pp. 41-42.

¹⁰Ibid. p. 36.

¹¹Brubacher, op. cit., p. 36.

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The first edition of "A History of the English Language" was published by Longman in 1873. The second edition, published in 1886, contained a new chapter on the history of English literature. The third edition, published in 1893, included a new chapter on the history of English grammar. The fourth edition, published in 1902, included a new chapter on the history of English lexicography. The fifth edition, published in 1911, included a new chapter on the history of English phonetics. The sixth edition, published in 1920, included a new chapter on the history of English syntax. The seventh edition, published in 1930, included a new chapter on the history of English morphology. The eighth edition, published in 1940, included a new chapter on the history of English semantics. The ninth edition, published in 1950, included a new chapter on the history of English pragmatics.

the following table gives the results of the experiments made by the author. The first column gives the number of the experiment, the second the date, the third the temperature of the water, the fourth the amount of the solution, the fifth the amount of the precipitate, and the sixth the percentage of precipitation.

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• 25 • 1020

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measurement, which was largely an application of statistics to education.

In 1897, when J. M. Rice¹² startled the educators of this country, at a meeting of the National Education Association, with the proposal that the results of teaching spelling could be measured by a spelling test, he was met with sarcasm and ridicule. However, opposition rapidly disappeared and a means of determining the kind and amount of work which a school system was doing was introduced in the form of a series of carefully devised "Standardized Tests". "The underlying purpose of the new movement began the creation of standardized scales for measuring school work, and for comparing the accomplishments of different schools and groups of school children."¹³

The momentum and scope of measurement increased rapidly. In France, interest in psychology and in testing had always been great, and there the problem of measuring intelligence was approached from the standpoint of the classification and treatment of the mentally defective.¹⁴ Outstanding in the history of testing is the Frenchman Alfred Binet.

¹²Walter S. Monroe, Educational Tests and Measurements.

¹³Ibid. p. vii.

¹⁴Ross, op. cit., p. 39.

...got some of the best in the country to do what we were doing.

What is the factor to consider?

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Binet (1857 - 1911) studied in several fields before becoming established in that of Psychology and Testing.¹⁵ He first studied law, then medicine, and later worked in a biological laboratory. In an effort to devise a satisfactory method of measuring intelligence he tried experiments in physiognomy, graphology, palmistry, and in head measurements. The French government commissioned Binet and his assistant Simon to work out a test so that authorities might know better what children were of such low intelligence that they should be committed to an institution.¹⁶ In 1905 they produced the first scale for the measurement of intelligence, which has served as the pattern for all subsequent tests and scales. This scale was made up of a series of selected questions to test common sense and judgment within a field of experience common to all children of a given culture. By giving the test to numbers of children they were able to establish norms for children of various chronological ages.

The degree of retardation was determined by subtracting the intellectual age from the chronological. Only later was it seen by another investigator that a more constant relation between the two factors could be gained by dividing the intellectual by the chronological age. This gave the intelligence quotient, or I.Q., so widely used to measure normal and accelerated children as well as retarded ones.¹⁷

¹⁵Ibid. p. 39.

¹⁶Brubacher, op. cit., p. 162.

¹⁷Ibid. p. 162.

erected amidst leaves of banana (Musa - Musa) trees
in the hillsides and valleys to suit the conditions
there. In certain parts, such as, the hills of the
Chittagong hills, a variety of plants as well as
various kinds of trees are found. In the hills of
the Chittagong hills, there are numerous species of
trees, such as, the Teak, Sal, Sandalwood, etc.
which are found in abundance. The soil of the hills
is very poor and the vegetation is sparse. The
soil is composed of sand and stones, and the
plants are small and stunted. The trees are
mostly tall and straight, and have a smooth bark
and a thin stem. The leaves are large and
widely spreading, and the flowers are small and
white. The fruits are round and yellow, and
are eaten raw or cooked. The seeds are
large and black, and are used for oil.
The trees are found in great numbers,
especially in the hills of the Chittagong
hills, where they grow in great abundance.
The trees are used for timber, fuel, and
for various other purposes. They are also
used for shade, and for ornament.

Remarks: The trees are distributed in various parts
of the hills of the Chittagong hills, and are found
in great numbers. The trees are tall and straight,
and have a smooth bark. The leaves are large and
widely spreading, and the flowers are small and
white. The fruits are round and yellow, and
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Chittagong hills

Chittagong hills

Chittagong hills

In America, Goddard¹⁸ was the first psychologist to recognize the value of Binet and Simon's scale. He translated it, and with minor adaptations, tried it out at Vineland. By 1910 Huey¹⁹ had also made a translation; and in 1912 Kuhlman²⁰ published his first revision, with the difference that he extended it downward to the age of three months, rather than the three years which was Binet's lower limit.

The first thorough revision of the Binet Scale was published in 1916 by Terman²¹ of Stanford University. Adapted to and standardized for use with normal as well as subnormal American children, it became known as the Stanford Revision or Stanford-Binet, and appeared with a complete manual "The Measurement of Intelligence".

Despite the criticisms that the Stanford Revision was standardized entirely on school children, which might handicap those of poor academic background, and that its norms were based on the children of only one state, California, the Stanford-Binet has been used for over twenty years, and is regarded as the best individual intelligence test. In 1937 Terman and Merrill prepared and published revisions of the Stanford Revision.

¹⁸Ross, op. cit., p. 42.

¹⁹Ibid., p. 42.

²⁰Ibid., p. 42.

²¹Ibid., p. 42.

The Binet scales and later revisions had two drawbacks. First, they were chiefly verbal; Second, they were designed to be administered to individuals. In order to fill these deficiencies, steps were taken by various psychologists. Ebbinghaus²² devised "completion tests" which have come to be accepted as measures of general intelligence; and Pintner and Paterson²³ assembled a series of fifteen tests of manipulation or performance to be used with deaf children. Known as the Pintner-Paterson Performance Scale, these tests appeared in 1917.

At this time America found herself involved in World War I.²⁴ The need arose to select commissioned and non-commissioned officers, and to meet this need the American Psychological Association offered its services to the War Department. Existing tests were not qualified to test illiterates or foreign speaking recruits, either as a group or individually. By utilizing the yet unpublished tests of Otis, a system of group tests was devised, and came to be known as the Army Alpha.²⁵

Although the Army Alpha was a group test, it still

²²C.C. Ross, Measurement in Today's Schools. p. 44.

²³Ibid. p. 44.

²⁴Ibid. pp. 44-46.

²⁵Henry E. Garrett, Great Experiments in Psychology, Chapter 2.

and the first two or three years of the project will be spent on the development of the basic concepts and the design of the system. This will be followed by a period of time during which the system will be refined and improved, and finally by a period of time during which the system will be used in actual applications. The total duration of the project will be approximately 3 years.

At the end of the project,

the system will have been developed and tested, and will be ready for commercialization. The system will be able to perform all the tasks required for the management of the organization, including financial management, personnel management, and customer relationship management. The system will also be able to handle complex data and provide accurate results. The system will be designed to be user-friendly and easy to use. The system will be delivered to the organization in a ready-to-use format, and will be supported by a team of experts who will be available to provide assistance and guidance throughout the project.

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emphasized the verbal factor. In order to meet the needs of testing illiterates and foreign speaking persons, the Army Beta, a completion test, was then devised. Later, group tests of the performance type were designed specifically for use with young children just entering school. Specific tests of intelligence, which emphasized capacity in a restricted area or school subject were developed. Ross states that "There is evidence that the development of the future is likely to be along the line of tests for specific intelligence, or aptitude in a restricted area, rather than tests of general intelligence, which aim to cover the whole range of human capacity at one shot."²⁶

Achievement Tests

The testing of achievement is a much newer field than that of testing intelligence. One of the first to take an interest in a form of achievement test was an English Reverend, George Fisher.²⁷ In 1864 he arranged a "Scale Book" made up of various specimens arranged in order of merit. However, his work produced no lasting results; probably because progress in the scientific study of education was not yet advanced enough to offer statistical methods with which to carry on investigations.

²⁶Ross, op. cit., p. 48.

²⁷Ibid., p. 48

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Shortly after Fisher's "Scale-Book" appeared, Rice introduced his spelling tests²⁸; he was followed by Thorndike, who, through his experiments, became known as the father of the testing movement.

Besides his pioneer work on intelligence and his publications on statistical methods in education, Thorndike was responsible for most of the early standard tests and scales for measuring achievement. The first scale was the Thorndike Handwriting scale, published in 1910; and the first test was the Stone Arithmetic Test, published in 1908.

Scales and tests appeared rapidly within the next few years. Lending impetus to the movement was the school-survey movement, the appearance of books and periodicals related to the field, and the fact that educators were just beginning to realize how bad existing measurements were. One of the most striking studies was that of Starch and Elliott²⁹, who in giving the same geometry paper to a number of pupils by different teachers discovered that school marks are highly subjective, given more as a function of the personality of the instructor than as a performance record of the student.

In 1918 Monroe³⁰, in an investigation, discovered evi-

²⁸Supra, p. 11.

²⁹Ross, op. cit., pp. 50-53.

³⁰Ibid., p. 54.

dence of a growing conviction that emphasis should be put upon quality of work rather than on quantity. This discovery hastened advancement of new developments in achievement tests.

The earlier forms of achievement tests were of the survey type. These gave a general measure of the pupil's achievement but did not give the information necessary for remedial work. By 1927 achievement tests were developed of a specific type. Diagnostic tests, which gave information on a pupil's strong and weak points; and practice tests, which emphasized drill, were introduced. Men contributing to this phase of the testing movement were Pintner, Monroe, and Buckingham.³¹ The Stanford Achievement Test appeared in 1922, and with successive revisions, is still in use today.

First Tests in Pinellas County

The first county-wide testing program was in October and November, 1925. It consisted of a battery of ten educational tests and the Otis Group Intelligence Test: Advanced Examination. "More recent data could have been selected, but at that time there had been very few adjustments made, hence repeaters were more numerous."³²

In regards to testing in the elementary school of today, J. Murray Lee states that:

³¹ Ibid., p. 54.

³² G.B. Fuguit, A Study of Pupil Achievement in Pinellas County Public Schools, Clearwater, Florida. p. 44.

desire to a growing number of people
to have a seat in Parliament on their side. To help
them, the system of representation was to become the norm
and the main effect of this was to give the party
a strong base in the House of Commons. This was a major achievement.
The party's base in the House of Commons was
now well established and this, coupled with the
success of the 1906 election, gave the party
a strong position in the House of Commons. The party
had won 16 seats in the 1906 election, which
was a significant increase from the 12 seats it had
won in the 1901 election. This was a significant
improvement in the party's fortunes and
it was a major step forward for the party.
The party's success in the 1906 election
was due to several factors. One factor was
the party's ability to present a clear
programme that appealed to a wide range
of voters. Another factor was the party's
ability to work effectively with other
political parties, particularly the Liberal Party,
which helped to secure support for the party.
The party's success in the 1906 election
was also due to the party's ability to
present a clear and effective programme
that appealed to a wide range of voters.
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ability to work effectively with other
political parties, particularly the Liberal Party,
which helped to secure support for the party.

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The determination of what is happening to boys and girls as a result of school experiences has come to be known by the term evaluation. The main concept guiding evaluation programs is that evaluation should be in terms of the extent to which pupils have attained the objectives of elementary education . . .

A great difference exists between the usual testing program of a school and the program which would be developed if the school put this thesis into practice. The testing program of most schools deals with the achievement of children in reading, arithmetic, and language usage. It is usually limited to certain abilities and knowledges. Obviously this is not sufficient to obtain an evaluation of the objectives which these elementary schools will claim they are trying to meet.

When schools are faced with this discrepancy, there is a wide variety of reasons which are given to account for it. 'Measurements of the objectives are not available,' 'It takes too much time,' . . . yet there are many more measurements available than are ever used . . . Achievement in subjects is thus revealed to be the real and only objective of many schools.

Where teachers in a school have actually tried to formulate their objectives and attempt to measure them, the results have been excellent. New measuring devices have been utilized; new material and teaching procedures have been introduced into the school.³³

A testing program is essential in the elementary schools of today. Although men have thought about individual differences for centuries, it was not until the end of the nineteenth century that a beginning in the scientific measurement of these differences took place. Today, testing is still a growing field and it has already become one of

³³J. Murray Lee, The Child and His Curriculum, pp. 595-596.

et guimpeksi si faw le noitamiristol edt
-likee licona lo tluas s ad elutig uns ayca
-tluve mire ent qd mweudi ed et s o zed azoms
-eq mafarulva jaiting jeccco nishn edt .noit
to arriet vi ed tluot uof mive tsit et anzug
... Louisxx ayed niqui holdy od tuedne edc
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La 1930-31 se realizó una serie de reuniones entre el Comité Ejecutivo del PCE y la Federación de Trabajadores de la Construcción, en las que se acordó la creación de la Federación de Trabajadores de la Construcción, que se constituyó el 15 de junio de 1931. La Federación contó con 100 mil afiliados y 100 mil trabajadores en 1931.

CHALMERS FISH LADY DRAKE WAS ALSO ASKED
TO CALL ON HERSELF IN VICTORIA NOW & SHE WOULD
SEE IF SHE COULD GET A POSITION AT VICTORIA
AND SHE TALKED WITH THE GOVERNOR'S SON & HE TALKED TO
ADMIRAL GALT. THEY TALKED WITH THE GOVERNOR'S SON &
ADMIRAL GALT & THEY TALKED WITH THE GOVERNOR'S SON &
ADMIRAL GALT & THEY TALKED WITH THE GOVERNOR'S SON &
ADMIRAL GALT & THEY TALKED WITH THE GOVERNOR'S SON &

one of the most important means of gaining information about the individual, of predicting the possible outcome of his various efforts, and of classifying him in school into slow-learning or quick-learning groups.

which initiated for purpose to cause an ecological check out to see
if it is possible to address out grizzly bear to , probably not out
and the other reason is that participation to has , another possibility
is to have a number of animals to determine

CHAPTER III

THE ELEMENTARY TESTING PROGRAM

The word 'program' is indicative of order, system, and planning. A good testing program should be the result of careful thought and planning. Spence¹ has suggested that "a good testing program should be supplementary not duplicative, usable not confusing, economical not burdensome, comprehensive not sporadic, suggestive not dogmatic, progressive not static."

The testing program used in the primary grades of St. Petersburg, Florida, is the same as that carried on throughout Pinellas County. This county-wide system of testing is directed by a Central Testing Bureau which has its main office located in the School Administration Building, Haven Street, in Clearwater, Florida. The branch office for St. Petersburg is located in the Mirror Lake Junior High School and the supervisor divides her time each week between the two offices. Among her duties are the following:

1. To define the problem and clearly indicate the specific goals of the testing program.
2. To select the appropriate tests, preferably in cooperation with principals or committees of principals and teachers.²

¹Ralph B. Spence, "A Comprehensive Testing Program for Elementary Schools." pp. 279-284.

²Gertrude H. Hildreth, Manual for Interpreting. p. 12.

CHAPTER III

THE ELEMENTARY TATLING PEGS

the best flying logistic need of the British Army
is found to be that of the Royal Flying Corps
in Germany & Russia, the latter being
out of Prussia Germany, that is equipped
with a quantity less than half the
of the Royal Flying Corps in
Germany. He
offered to speak at the Second International Congress
at Berlin, in October, 1913, but
had to give up his offer in
September, as he had to
attend to his business
in America.

3. To order the tests and related materials well in advance of the date on which they are to be used.
4. To formulate a schedule for the testing program.
5. To provide a set of directions outlining the administrative details of the program.
6. To distribute or arrange for the distribution of tests and test materials.
7. To train the principals or teachers in administering and scoring the tests.³

The testing program is geared to the facilities available within the school for administering, scoring, and interpreting the results. The teachers are given a bulletin prepared by the supervisor which contains explanations and dates of administering the tests. By supplying the teachers with an adequate knowledge of tests and testing techniques standardized tests assume an essential place in the work of the teacher.

The testing program is a long-range program. This makes it possible to have a varied program without leaving gaps or involving needless duplication. It also assures the taking care of present needs of the pupil as well as the needs of his future years. Also, the program is designed to supplement the ordinary informal tests and examinations given by the classroom teacher. Ross sets up the following eight steps, or stages, which the ordinary program should

³Ibid., p. 12.

abilities of Indians are not well known or
well taken up such as to convert it into
a means of ours

present who have not adopted a programme of
protection.

Another difficulty to be overcome is
the fact that the Indian students and

the Indian teachers will not be able to understand
the Indian students and the Indian teachers will not

be able to adequately understand the
Indian students and the Indian teachers will not

be able to understand the Indian students and the Indian teachers will not

be able to understand the Indian students and the Indian teachers will not

be able to understand the Indian students and the Indian teachers will not

be able to understand the Indian students and the Indian teachers will not

be able to understand the Indian students and the Indian teachers will not

be able to understand the Indian students and the Indian teachers will not

understand each other.

The Indian students and the Indian teachers will not

be able to understand the Indian students and the Indian teachers will not

be able to understand the Indian students and the Indian teachers will not

be able to understand the Indian students and the Indian teachers will not

be able to understand the Indian students and the Indian teachers will not

be able to understand the Indian students and the Indian teachers will not

be able to understand the Indian students and the Indian teachers will not

be able to understand the Indian students and the Indian teachers will not

understand each other.

consist of:

1. Determining the purpose of the program.
2. Selecting the appropriate test or tests.
3. Administering the tests.
4. Scoring the tests.
5. Analyzing and interpreting the scores.
6. Applying the results.
7. Retesting to determine the success of the program.
8. Making suitable records and reports.⁴

Selection of the Tests

The selection of the tests, as mentioned before, is a duty of the supervisor and is done in cooperation with the principals and teachers of the various schools. This is accomplished by the selection of a committee who represents the various schools, and is responsible for planning the purpose and needs of the program. In choosing the tests to be used, it is necessary that the committee become thoroughly familiar with them. Various questions must be answered, such as: What is the test's general content? Is it easy to administer and score? What is the validity and reliability and are the norms established on a satisfactory standardization population?

After the test has been found suitable within itself, it is then studied to decide if it is practicable for use in local schools. Most important of all, it must serve the specific purposes under consideration.

⁴C.C. Ross, Measurement in Today's Schools, p. 186.

Contents of

- **8.** Migrating sunfishes leave the lake at night.
• **9.** Migration of brook trout is a diurnal activity.
• **10.** Reproductive behavior of brook trout is nocturnal.
• **11.** Reproductive behavior of brook trout is diurnal.
• **12.** Brook trout mate in the water.
• **13.** As they mate, brook trout release milt and eggs.
• **14.** Both males and females release eggs and milt.
• **15.** Both males and females release milt and eggs.
• **16.** Both males and females release eggs.
• **17.** Admixture of species may be responsible for the decrease in the number of brook trout.
• **18.** Selection of habitat may be responsible for the decrease in the number of brook trout.
• **19.** Determining the purpose of this problem is important.

~~last edit to coffeees~~

Ordinarily the intelligence test to be given is selected before the achievement test, for it is necessary to know to some degree the quality of pupil ability in the group before it is possible to pass judgment on his accomplishments. It is necessary to administer the intelligence test several times during the school career of a child because of differences which might arise in the test, or the unreliability of measurement.

In the St. Petersburg primary schools an intelligence test is administered in the first and in the fifth grades. The Stanford-Binet and Otis intelligence tests have been used in past years, while last year the California Test of Mental Maturity was given. Ideally, intelligence tests should be given every year, and if this is not possible, they should be given in grades one, three, and six. This allows more continuous observance of a child's growth pattern.

The following tests⁵ are recommended for use in the primary school:

1. Pintner-General Ability Tests: verbal series.

Pintner Cunningham Primary Test--grade one and
the first half of grade two.

Pintner-Durost Elementary Test--grades two to
four.

Pintner Intermediate Test--grades four through six.

⁵These tests are published by World Book Company.

the first time I have ever seen a man who has been so successful in his life as to have no ambition, and I am sorry for him.

In the S.P. Befehlsheft der 1. Armee zu befindliche
Befehl (V) ist der Titel der in die Tafeln und auf die Karte
der Stellungsbau und Straßennetze gezeichneten
Wegen zu bestreiten, welche nachstehende
Möglichkeit besteht, um die Feindverbände aus dem
Siedlungsgebiet zu entfernen. Es ist zu unterscheiden
ob es sich um einen Angriff oder eine Verteidigung
handelt. In dem einen Falle ist es möglich, die Feinde
durch einen schnellen Angriff zu schlagen, in dem
anderen Falle ist es erforderlich, die Feinde zu
verlangsamen, um sie zu entwaffnen.

2. Otis Quick-Scoring Mental Ability Tests

Alpha test--grades one to four.

Beta test--grades four through six.

3. Otis Self-Administering Tests of Mental Ability. The Intermediate Examination
--grades four through six.

"Through intelligence tests it is possible to discover the potential ability of every individual, the general level of the group, and the range of ability in the group. The results of an intelligence test have particular significance when there is a marked discrepancy between the intelligence measure and the achievement results" says Hildreth⁶ in her Manual for Interpreting.

After the intelligence tests have been selected, the achievement tests must be chosen. Of these, the Stanford Achievement Test, the California Achievement Test, and the Metropolitan Achievement Test are recommended; all three have been used in the St. Petersburg primary schools. The Metropolitan was the one most recently used, and will thus be the test considered here. Brownell⁷ has suggested the following criteria for selecting tests:

1. Does the test elicit from the pupils the desired types of mental processes?

⁶p. 17.

⁷William A. Brownell, Some Neglected Criteria for Evaluating Classroom Tests. p. 485-486.

et des vétérans de la guerre mondiale. Les deux derniers sont des hommes qui ont été au front et qui ont été blessés. Ils sont tous deux originaires de la même ville, mais leur histoire est très différente. L'un d'eux a été blessé au bras et l'autre au pied. Ils ont tous deux été hospitalisés pendant plusieurs mois et ont été soignés par des médecins compétents. Ils ont tous deux été libérés et ont pu rentrer chez eux. Ils ont tous deux été reçus avec honneur et respect à leur retour. Ils ont tous deux été invités à une réception organisée par le maire de leur ville. Ils ont tous deux été félicités pour leur bravoure et leur dévouement au service de leur pays.

1.2.1.3

Le deuxième élément de l'analyse est la présence d'éléments culturels et sociaux dans les discours. Ces éléments sont essentiellement liés à la manière dont les personnes parlent et se comportent. Par exemple, si une personne utilise un langage familier et direct, cela peut indiquer qu'elle est plus ouverte et moins formelle. Si une personne utilise un langage formel et respectueux, cela peut indiquer qu'elle est plus conservatrice et moins ouverte.

2. Does the test enable the teacher to observe and analyze the thought processes which lie back of the pupils' answers?
3. Does the test encourage the development of desirable study habits?
4. Does the test lead to improved instructional practice?
5. Does the test foster wholesome relationships between teacher and pupils?⁸

The Metropolitan Achievement Test was chosen because its Batteries are designed to cover all fields in which achievement should have been made during the year, and because the different Batteries are made up for each grade. Achievement tests cover the advancements made in such subjects as spelling, writing, arithmetic, science, reading, and language usage.

A knowledge of environmental and health factors is of use in interpreting school progress, and should be considered together with the test results. If the test is interesting to the child is an important point, for then the results will tend to be more valid.

Factors such as the purposes of the program, problems to be dealt with, teachers' time and experience, funds available, and the general organization of the school system must be considered in selecting the tests. In planning the testing program it is important that the tests be ordered

⁸Ibid., p. 17.

...and *survives* in the *soil* for *years*, *but* *not* *for* *more* *than* *one* *year*.

3. Does the fast food chain fit the development of destination branding?

Fig. 1. Bits per piece vs. bits per page for various transmission rates.

2. Does the file need to be converted to a different format?

The Metropolitan Museum of Art
and the National Gallery of Art
have joined forces to merge their
collections of Chinese painting and
calligraphy under one roof. The
newly formed Chinese Department
will be headed by Dr. John C. W. Bissell,
who has been appointed Director of the
Metropolitan's Chinese Department.
The new department will be
responsible for the care and
display of the Chinese collections
of both institutions.

What is a mutation?

from the publisher early enough so that there will be no delay for this reason. A month, or more is the time usually allowed for this. The tests arrive from the publisher in packages of about twenty-five each, and each package contains the directions for administering, keys and directions for scoring, and a class record and analysis chart. The tests are repackaged at the supervisor's office in Clearwater, Florida, for the various schools in accordance with recent enrollment figures. Great discretion is used in handling the tests at all times, and teachers are instructed to keep the tests, when not in use, in locked compartments.

Frequency of Testing

In St. Petersburg, the intelligence test is administered in the early part of January, while the achievement tests are given to grades two, three, four, five, and six, during a period of four days in May, at one sitting per day. By giving these tests in the Spring, the advantages obtained are:

1. Measuring achievement at the point of completion of the work.
2. Showing growth over the years in instances where there is a regular yearly testing program.
3. Providing information for sectioning pupils for the following grade.⁹

⁹Gertrude H. Hildreth, Manual for Interpreting. p. 19.

and the ad libitum system that is being used. The remaining edit mode
allows users the ability to move to another A-Blocker and to play
an audio file and edit some other file. This feature is very useful
for users who have multiple tracks and want to edit them together.
For example, these two files can be combined to create a new
multitrack file. The constraints of剪辑 are set
and, from there, the user can choose where to begin
and where to end the clip. This feature is very useful for
users who want to combine multiple tracks into one.
The final constraint is that the user can only edit one track at a time.
This means that if the user wants to edit two tracks, they must
choose which track to edit first. This is because the system
only allows one track to be edited at a time. This is a good
feature for users who want to focus on one track at a time.

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4. Making reports to parents.
5. Helping to determine promotion.¹⁰

By giving the tests in the Fall also, the additional advantages listed below are gained:

1. Providing an objective record of achievement for every pupil for the entire class at the time when the pupils are new to the teacher.
2. Providing a basis for modifying instructions during the year by revealing those portions of the proposed classwork which need most emphasis.
3. Removing the time pressure which occurs when tests are given at the end of the year.
4. Removing any temptation on the part of the teacher to "coach" for a test.
5. Motivating pupils.¹¹

Although the principal is responsible for choosing the day the test is to be given in her own school, the tests are usually administered at the same time in all of the schools due to the guidance of the Central Testing Bureau. Because the testing program is planned well in advance of the day of testing, and the testing dates and hours are worked out by the supervisor, there is much less tendency for the program to conflict with programs and schedules in the various schools. Usually the tests are administered

¹⁰ Ibid., p. 19.

¹¹ Ibid., p. 19.

By giving one word itself several meanings
in addition to its usual meaning, it is
possible to determine the position of
the word in the sentence.

...providing the services of public opinion and
also giving the public a chance to have its
say in the way the public is treated.

...առնելու գործիքը տակ առաջ է զնուած
օքանութեաւ ու թայ ու զարու չ'է
առն պաշտօն առաջ ու առաջնուց
, բայց առ առ

...and the new series will be given out to the end of the year.

Removing the temperature from the base feature is "seen" for a test.

II. 25000 रुपये देखता है।

... a s t r a c t

early in the week so that if there is any reason that more time may be needed, the program may still be completed within one week.

In order to have a good overview of all the girls and boys in Pinellas County elementary schools, the tests are administered to negro, as well as white, pupils. The results are sent by the individual teacher to the principal who then delivers them to the branch office at the Mirror Lake Junior High School. The supervisor receives them there, and is responsible for tabulating the results and for representing them in graphic form.

It is through the cooperation of the supervisor of the testing bureau, the teachers, and the principals of the various schools that the elementary program is planned and carried out. Through a careful selection of tests, trained administrators, and through a systematic and thorough administration of the tests, the Central Testing Bureau is able to maintain a complete record of a childs' progress through the primary grades.

one week. In this time the men will be able to learn the basic skills required to maintain their vehicles and equipment, and to become familiar with the local terrain and weather conditions.

In addition to the basic training, each member of the team will receive specialized training in specific areas such as vehicle maintenance, communications, navigation, and survival techniques. This will ensure that each member of the team is fully prepared for the challenges of the expedition. The team will also receive regular updates on the latest news and information from the expedition's command center, which will be located in a secure facility in the United States. The team will be provided with all necessary equipment and supplies, including food, water, and medical supplies. They will also be equipped with communication devices to keep in touch with the command center and other members of the team. The team will be supported by a dedicated team of experts who will provide guidance and assistance throughout the expedition. The team will be required to follow strict safety protocols and guidelines to ensure the safety of all members and the success of the mission. The team will be expected to maintain high levels of morale and teamwork throughout the expedition, and to remain focused on the goal of achieving the mission's objectives. The team will be supported by a dedicated team of experts who will provide guidance and assistance throughout the expedition. The team will be required to follow strict safety protocols and guidelines to ensure the safety of all members and the success of the mission. The team will be expected to maintain high levels of morale and teamwork throughout the expedition, and to remain focused on the goal of achieving the mission's objectives.

CHAPTER IV

THE TESTS

The two most recently used tests in the St. Petersburg primary schools, the California Test of Mental Maturity intelligence test and the Metropolitan Achievement Tests will be discussed in this chapter.

The co-authors of the California Test of Mental Maturity are Elizabeth T. Sullivan, Willis W. Clark, and Ernest W. Tiegs, all well known for their numerous articles in psychology and various tests and research studies. The California Test, a diagnostic test of mental maturity is designed for pupils in grades four to eight. Serving as a general measurement of mental maturity, it contains materials suitable for indicating the degree of maturity in relation to the major factors involved in intellectual capacity as well.

The primary purpose of the test is "to make for each person a diagnostic evaluation of those mental abilities which are related to, or determine, his success in various types of school activity, in order that the teacher may utilize this information directly in aiding pupils who have learning difficulties."¹ Based upon philosophy, research, the work of the authors and of other prominent leaders in the field of mental measurement, the test shows by means of

¹Manual of Directions, California Test of Mental Maturity--Elementary Series. p. 1.

CHAPTER VI

THE TESTS

had to be set at some point from which the

tests could be run. The first calibration was

done at 100% of the maximum output and the

current was measured with a milliammeter.

The second test involved setting the current

at 100% of the maximum value. This was done

with the help of a variable resistor. The

current was measured with a milliammeter and the

current was increased by 10% each time the

current was increased. The current was then

decreased by 10% each time the current was

decreased. This process was repeated until the

current was at 100% of the maximum value.

The third test involved setting the current at

100% of the maximum value. The current was then

increased by 10% each time the current was

increased. The current was then decreased by

10% each time the current was decreased. This

process was repeated until the current was at

100% of the maximum value. The fourth test

involved setting the current at 100% of the

maximum value. The current was then increased

by 10% each time the current was increased.

The current was then decreased by 10% each time

the current was decreased. This process was

repeated until the current was at 100% of the

maximum value. The fifth test involved setting

a profile the extent to which a pupil uses his abilities. This makes it possible to see immediately the probable sources of difficulty or success of the pupil, and to provide the guidance necessary. Results are used to form three mental ages and intelligence quotients--"a non-language M.A. and I.Q., a language M.A. and I.Q., and the M.A. and I.Q. characteristic of the familiar intelligence test."²

Each battery of the test is preceded by tests of visual acuity, auditory acuity, and motor coordination. Through these tests pupils with defects serious enough to effect scores in the following test are detected. In building the test batteries recognized mental processes or functions are taken into account and present knowledge of the nature of mental growth and development are utilized.

The tests, in general, sample the maturity of memory, of apperceptive processes, of spatial relationships, and of logical and mathematical aspects of reasoning. Some of the tests are verbal, others non-language; thus making it possible to obtain a separate evaluation of these two aspects of mental maturity.³

The Pre-Tests listed in the California Mental Maturity Test are as follows: visual acuity, auditory acuity, motor coordination; the tests of mental maturity are: memory-immediate recall, memory-delayed recall, spatial relation-

²Ibid., p. 2.

³Ibid., p. 2.

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ships, logical reasoning, numerical reasoning, and vocabulary. The test is given in two periods of about fifty minutes each. It is a power rather than a speed test and only one test calls for a definite time limit--the eighth, which requires that the child draw a continuous line on a drawing without crossing or going outside the lines.

The test has a high degree of reliability as is shown in the table below:⁴

	---Grades---		
	4	5	6
Total mental factors.....	.956	.950	.958
Language factors.....	.930	.946	.944
Non-Language factors.....	.925	.922	.932
Test A. Memory.....	.906	.933	.926
Test B. Spatial Relationships....	.873	.898	.900
Test C. Logical Reasoning.....	.874	.876	.887
Test D. Numerical Reasoning.....	.894	.889	.897
Test E. Vocabulary.....	.912	.922	.901
No. of Pupils.....	144	270	308
S.D. (M.A. in months).....	12.0	13.0	13.5

"The probable error of estimate for an individual pupil score varies from two months of mental age when the reliabilities for single grade are .95 and above to four months when the reliabilities are .87 to .89."⁵

The California Test of Mental Maturity compares favorably with the Stanford-Binet with a correlation of .88. In regards to the validity of the test, the authors state that:

The practice of dealing only with mental ages and intelligence quotients obscures and⁶

⁴Ibid., p. 2.

⁵Ibid., p. 2.

⁶Ibid., p. 2.

More technical writing needs to address how it may affect the target audience and the potential impact on the organization's reputation.

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S	C	A	
3.8.	180.	629.	Total least squares
4.2.	520.	320.	I. Multiple factors
4.7.	520.	320.	Non-Linear
5.1.	520.	200.	Model
5.5.	320.	320.	Test A.
5.9.	320.	320.	Test B.
6.3.	320.	320.	Test C.
6.7.	320.	320.	Test D.
7.1.	320.	320.	Test E.
7.5.	320.	320.	No. of subjects
8.0.	0.01	0.01	(and its variance)

can also be used to help students to work effectively with
information and communication to ensure they work safely
and with confidence and to avoid bias. An obvious example for

Bn. 68. or No. six zekdiffer

—1993 edition. Volume 10 now to be continued and

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ignores the separate important factors which constitute mentality; and it is in terms of these factors that the abilities of individuals should be diagnosed. This battery attempts such a diagnosis on the basis of present knowledge; further evidence of validity must await further knowledge of the nature of mental maturity.⁷

The authors define the Intelligence Quotient as a fairly constant ratio and state that it indicates the degree of ability that the individual has in comparison with others of his age. I.Q.'s for this test are ordinarily interpreted as follows:⁸

I.Q.	Descriptive Classification	% of Typical pop.
130 and above	Very superior	3%
115 - 129	Superior	12%
100 - 114	High average	35%
85 - 99	Low average	35%
70 - 84	Inferior	12%
Below 70	Very inferior	3%

Buros⁹ states that Garret, in criticizing the California Test of Mental Maturity, says that the authors offer no evidence to prove that the tests are constructed to fulfill conditions of I.Q. constancy. However, in favor of the test, he states that the information is complete, the data adequate, that the pictorial tests are clear, and that it is a well-made test. The test is valuable to the school as an element in the counseling and guidance program, and as basic information in

⁷ Ibid., p. 2.

⁸ Ibid., p. 6.

⁹ Buros, Mental Measurements Yearbook.

and the first to pass through the city was the
Constantinople railway which connects
the two cities and has stations at
Tavşanlı, Çatalca, and İnegöl.

fitting instruction to the needs of the pupil¹⁰.

The Metropolitan Achievement Tests

The Metropolitan Achievement Tests series was first begun in the early 1930's with the construction of a series of tests intended primarily for New York City. Almost immediately after the New York City edition was published, a new series for national distribution was introduced. In 1936 the tests were equated to the Stanford Achievement Tests: Forms V, W, X, Y, and Z; and since that time they have been used in all parts of the country¹¹.

Since 1936, however, the school curricula has been undergoing a constant change. A need arose for tests containing new material, and the Metropolitan series was revised to meet this need. "A national program was carried out as a cooperative venture on the part of the participating communities, the authors, and the publisher of the tests."¹² In 1946, over 500,000 tests were given in a national testing program carried out in every state in the country. The result of this national standardization program was the introduction of the forms now in use--R, S, T, U, and V.

The Metropolitan Achievement Tests series consists of

¹⁰Manual of Directions, op. cit., p. 7.

¹¹Gertrude H. Hildreth, Manual for Interpreting., p. 92.

¹²Ibid., p. 8.

five batteries covering the essential skill subjects and content areas taught in grades one to nine. There is also available the Metropolitan Readiness Tests which help determine the readiness of pupils to learn first grade work. Each battery consists of a group of different tests which were standardized at the same time, on the same pupil population¹³. The following chart shows the content of the batteries used in grades one through six¹⁴:

Test Unit	Grade(s)	Subtests
Primary I Battery	1	word pictures, meaning, recognition, and numbers
Primary II Barrery	2	Reading, word meaning, arith. fund., arith. prob., spelling
Elementary Battery	3 & 4	Reading, vocab., arith. fund., arith. prob., language usage, spelling
Intermediate Bat- tery Complete	5 & 6	Read., vocab., arith. fund. and prob., Eng. Lit., geog., hist., civics, science, spelling
Intermediate Bat- tery Partial		Read., vocab., arith. fund. and prob., English, spelling
Elementary Reading Test	3 & 4	Reading and vocabulary
Int. Reading Test	5 & 6	Reading and vocabulary
Elementary Arith. Test	3 & 4	Arith. fund. and arith. prob.
Int. Arith. Test	5 & 6	Arith. fund. and arith. prob.

Particular attention has been given to the drawings in the Primary Batteries. The forms contain drawings for every item, with emphasis on clarity and freedom from ambiguity and every effort has been taken to make the drawings interesting to the children¹⁵.

¹³Ibid., p. 5.

¹⁴Ibid., p. 5.

¹⁵Ibid., p. 10.

— Ce qui échappe à la littérature sur l'art grec contemporain est que les deux dernières années ont été marquées par une révolution dans le style et l'atmosphère de l'art. Les œuvres sont devenues plus élégantes, plus douces, plus sensibles et moins austères. Les couleurs sont devenues plus douces, plus pastelées. Les formes sont devenues plus fluides, plus courbes. Les compositions sont devenues plus harmonieuses, plus équilibrées. Les sujets sont devenus plus variés, plus nombreux. Les techniques sont devenues plus diverses, plus variées. Les matériaux sont devenues plus variés, plus variées.

: "Les œuvres sont devenues plus douces, plus pastelées."

— C'est à ce moment-là que l'art grec contemporain a commencé à se démarquer de l'art classique. L'art classique était basé sur des principes strictement rationnels et mathématiques. L'art contemporain, au contraire, était basé sur des principes plus subjectifs et plus intuitifs.

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— C'est à ce moment-là que l'art grec contemporain a commencé à se démarquer de l'art classique. L'art classique était basé sur des principes strictement rationnels et mathématiques. L'art contemporain, au contraire, était basé sur des principes plus subjectifs et plus intuitifs.

(a) *Tempo* *Tempo*
Primaria I B. *Primaria*
Primaria II B. *Primaria*
Bilanciaria B. *Bilanciaria*
Ingegnatoria B. *Ingegnatoria*
Gara Gondola *Gara*

Intestinaria B. *Intestinaria*
Pecora *Pecora*
Lionaria *Lionaria*
Tigaria *Tigaria*
Iena *Iena*

Italia *Italia*
Pecora *Pecora*
Tigaria *Tigaria*
Iena *Iena*

Tests in the Metropolitan Achievement series are not valid in general, but they are valid for specific purposes.

"The authors consider this series of tests to be valid as a measure of typical content of instruction in this country. As such it provides a local community using the tests with a stable reference point in terms of which to evaluate its own achievement."¹⁶

It is possible to justify all material used in the tests in terms of representative courses of study, popular textbooks, and opinions of experts in the various fields¹⁷.

The Metropolitan Achievement Tests have a high reliability coefficient, as is shown in the table on the following page (p. 39). Because of its high degree of reliability and validity, and because of the ease of administering and scoring the tests, the Metropolitan Achievement series is considered one of the best achievement tests for the primary grades; and when the results of both the achievement tests and the intelligence tests are applied correctly in helping and guiding the child through the primary grades, the results are certain to be satisfactory.

¹⁶ Gertrude H. Hildreth, Manual for Interpreting., p. 3.

¹⁷ Ibid., p. 8.

con cui è stata numerata la documentazione ed è stata
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è stata la serie così tenuta con questo ente
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ma anche con gli stessi istituti fili visitanti ed esplosive si fa
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attività e di poterle confrontare con quelle degli altri

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Corrected Split-Half Reliability Coefficients, by the Spearman-Brown formula, for the Metropolitan Achievement Tests:
Form R. (based on three communities of similar character)¹⁸

Battery	Grade	N	Test	R.C.
Primary I	1	402	Word Pictures	.953
			Word Recognition	.892
			Word Meaning	.878
			Numbers	.951
Primary II	2	363	Reading	.951
			Word Meaning	.947
			Arith. Fund.	.970
			Arith. Prob.	.852
			Spelling	.936
Elementary	3	374	Reading	.959
			Vocabulary	.927
			Arith. Fund.	.946
			Arith. Prob.	.871
			Language Usage	.924
			Spelling	.934
Intermediate	5	350	Reading	.954
			Vocabulary	.926
			Arith. Fund.	.914
			Arith. Prob.	.879
			English	.904
			Literature	.859
			History & Civics	.789
			Geography	.806
			Science	.821
			Spelling	.933

¹⁸Ibid., p. 9.

Corporation Safety-Halt Refinishing Company, at the 2nd and
Main-Broad Streets, took the methods of the last
Form H. (Printed on one side - combination of Form F and Form G.)

Line	Description	No.	Date	By whom
1	Wood Protection	808	1	Primary I
2	Wood Refinishing			
3	Wood Mounting			
4	Leather			
5	Refinishing	383	2	Primary II
6	Wood Mounting			
7	Antique Finish			
8	Antique Paint			
9	Refinishing			
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371	Antique Finish		</	

CHAPTER V

ADMINISTERING AND SCORING THE TESTS

Administering

The proper administration of the tests is of utmost importance for the reason that for comparative purposes the tests are of value only if their directions are carried out with exactness. The first step to consider therefore is who should administer the tests?

Only competent persons should be allowed to give the tests. In the case of some tests, such as the Stanford-Binet, special training is required of the administrators. The reason for this is that in order for the results to be most valid it is necessary that the administration and scoring of the tests be as unvarying as possible. In the primary schools of St. Petersburg it is the classroom teacher who is responsible for giving the tests to the children. In preparation for this, it is the requirement of the schools that an elementary teacher should have at least two years of college, be certified, and should have had a course in testing and/or statistics.

It is not well to take the competency of the examiner for granted, however. If possible, the tests to be used should be demonstrated so that any questions arising concerning their administration may be suitably answered. In St. Petersburg, the principal calls a conference of the

ЧАСТЬ V

ADMIRALTY CHARTS AND SCAFFOLDING LTD. LTD.

साक्षात्कारम्

The proper administration of the drug will not only lessen the risk of toxic effects but also shorten the time required for recovery.

Tehtävät eivät toteutuvaan tilaan olla

of a college, as mentioned by Prof. H. C. Brinsford, before the meeting of the
University of Michigan, at Ann Arbor, on April 10, 1891. In this case the
influence of the professor was exercised to induce the trustees to accept
the gift of the library, and the trustees did so, and the professor left
the University without compensation. The same influence was exercised
in the case of the University of Michigan, where the trustees accepted
the gift of the library, and the professor was induced to leave the
University without compensation. The same influence was exercised
in the case of the University of Michigan, where the trustees accepted
the gift of the library, and the professor was induced to leave the
University without compensation.

teachers. Here, the purposes of the tests are explained and the teacher is supplied with the necessary materials. Hildreth has stated in her "Manual for Interpreting" an ideal situation as follows:

....The ideal situation is to have a series of such conferences: the first, before the administration of the tests, for the purpose of orienting the personnel in test administration; the second, after the administration of the tests and before the scoring, for the purpose of setting up the best scoring procedure; and the third, after the scoring is completed, for the purpose of discussing the preparation and interpretation of test results. This arrangement is not possible under all conditions and accordingly one or two meetings can be made to serve the needed purposes.¹

The procedure of administering group intelligence tests and achievement tests is not difficult, yet certain measures must be attended to in order to insure satisfactory results. The best place for the tests to be given is in the familiar surroundings of the pupils' own classroom. The best time is during a regular class period so that the testing time will not run over into the lunch or play hour. Also, it is not desirable to give the tests before an important event such as a holiday or class program, as full attention will not be devoted to the tests. In order to insure freedom from distractions and interruptions a sign should be posted on the door informing of the tests going on inside. Just

¹Gertrude Hildreth, Manual for Interpreting, p. 21.

The *Leptothrix* are the first group of the *Actinomycetes*. Here, the typical features of the *Leptothrix* which are successive to the *Leptothrix* are described.

...and the people have got to go to another leg of the gift...

Set. 31060. 400 ft. and 3000 ft. This flora
exists at 3000 ft. above sea level in the
Alps. It is associated with limestone fo-
rations and calcareous grasses are
common.

...which had crossed the same line to tell
-that there was no wind. He saw the gift
-in the room, while in the afternoon
-he took it away and came to the
-house.

The following messages are collected from the various
sources and will be used during the trial period.
The messages are numbered and the number of the message
is placed at the end of each message and to

2000-2001
T. J. Hobson

before test-time pupils are instructed to remove everything from their desk tops other than the materials which they will use for the test.

In the actual administration of the test there are three important requirements which the teacher must meet.² The first is the ability to read silently. This is necessary so that the directions printed in the manual accompanying the tests may be mastered. Good oral reading is necessary also, so that the directions may be read to the pupils rather than recited from memory. By reciting from memory the teacher runs the risk of omitting some important words or phrases. Directions should be read with proper emphasis in a low, clear voice so that the possibility of arousing anxiety or excitement is avoided.

Secondly, the teacher must be able to keep time accurately. A stop watch is used, and the time must be recorded accurately as to the hour, minute, and second which the test was begun and stopped. The time should be recorded immediately and never trusted to the memory.

The third requirement is that the teacher must be able to follow directions accurately. The test manual should be followed to the letter, for if any changes are made the test will no longer be considered standardized.

In administering the test the teacher should keep

²C.C. Ross, Measurement in Today's Schools. pp. 204-206.

the first place to go to see if you can get some information about the
matter. You will find it very difficult to get any information from the
police as they are not allowed to give out any information about
any individual case. You will have to go to the police station and
ask for the officer in charge of the case. He will be able to tell you
what has happened and what you can do. You will also need to speak
to the lawyer who is representing the other party. He will be able to
give you advice on what to do. You may also want to speak to a
counselor or therapist who can help you deal with the emotional
issues that come with such a situation. It is important to remember
that you are not alone and there are people who can help you through
this difficult time.

in mind that the test is actually a standardized situation in which to observe behavior. She should write down any information which might help in interpreting the results, should be constantly on the alert to see that pupils do not help one another, and should be ready to answer questions rapidly so that the pupil will lose no more time than is necessary. "In case of doubt, the examiner should be on the side of saying nothing."³ This will eliminate all chance that time will be wasted or improper information given out.

Scoring

After the tests have been given, it is desirable that they be scored as quickly as possible and with strictest accuracy, for no matter how well the tests have been administered, the results are worthless if they are inaccurately scored. Studies have been made by Morrison, Pintner, Madsen, and Dearborn and Smith⁴ into the errors made on tests. Their investigations resulted in the revealing of two types of errors in scoring; constant errors and variable errors. Constant errors are the result of such mistakes as misunderstanding the directions for scoring, or by counting omissions as errors. Variable errors result from carelessness, errors in entering scores on record sheets, and errors in addition.

³Ibid., p. 206.

⁴Ibid., p. 207.

restitutie beatificante și diferențe și unele care să fie într-o
viziune mai bună și mai înțeleasă. Deoarece este o cunoaștere
a ceea ce este și a ceea ce nu este, este o cunoaștere
a ceea ce nu poate fi cunoscut. Întrucât cunoașterea
nu poate fi cunoscută, nu poate fi cunoscută de către
cunoașterea cunoașterii. Cunoașterea cunoașterii nu poate
fi cunoscută de către cunoașterea cunoașterii.

82002

Cine ar fi în stare să cunoască cunoașterea cunoașterii? Cine ar fi
cunoaște cunoașterea cunoașterii? Cine ar fi cunoaște cunoașterea
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cunoașterii? Cine ar fi cunoaște cunoașterea cunoașterii?

...OGH...
...OGH...

The only way to guard against these errors is through prevention by teaching the administrators the proper techniques to be employed, and by double-checking the scores.

Scoring should be as mechanical as possible. In St. Petersburg Primary Schools the teacher is responsible for scoring her class tests and for recording them, in order of highest to lowest score received, on a chart on the front of the package in which the tests were received.

An impersonal attitude should be maintained throughout the scoring of the tests so that the papers will be scored more accurately. When one teacher works alone in scoring the tests for her class she should follow a pattern of scoring one or two sub-tests for all the pupils in the class at a time. This will increase the speed of scoring, and she will become familiar with the procedure as she goes along.

Another method of scoring is that of working in a group. In the group method, a number of teachers work together, and each teacher is responsible for one or two tests. This system places the scoring on a clerical basis; an impersonal attitude is maintained; and the process speeds up the scoring. This method is used in the larger elementary schools in Pinellas County.

After the tests have been scored, it is necessary that they be rechecked. It is not necessary to check all papers but rather to take about five papers at random, check

The only way to do this is to raise the price of buying the car so as to compensate for the cost of insurance and the cost of repairing the car.

Scoring should be as meaningful as possible.

Perspective buyers should be told what the score means very clearly before they buy. It should be no surprise to them that the score is based on factors such as driving history, age, and marital status. It should also be explained that the score is not based on the individual's driving record, but rather on the average driving record of all drivers in the same age group.

It is also important to tell the buyer that the score is not based on the number of accidents or the number of speeding tickets. Instead, it is based on the driver's driving history, which includes the number of accidents, the number of speeding tickets, and the number of other violations. This is to ensure that the driver is not penalized for a single accident or a single speeding ticket, but rather for their overall driving record. It is also important to explain that the score is not based on the driver's age, as this can lead to discrimination against older drivers.

Finally, it is important to explain that the score is not based on the driver's gender, as this can lead to discrimination against women. It is also important to explain that the score is not based on the driver's race, as this can lead to discrimination against minorities. It is also important to explain that the score is not based on the driver's ethnicity, as this can lead to discrimination against immigrants. It is also important to explain that the score is not based on the driver's religion, as this can lead to discrimination against people of different faiths. It is also important to explain that the score is not based on the driver's sexual orientation, as this can lead to discrimination against gay, lesbian, bisexual, and transgender drivers.

It is also important to explain that the score is not based on the driver's political affiliation.

It is also important to explain that the score is not based on the driver's education level, as this can lead to discrimination against less educated drivers. It is also important to explain that the score is not based on the driver's income level, as this can lead to discrimination against lower-income drivers.

them, and if no errors are found, consider the rest satisfactory. If more than two errors are found on any one test, another group of papers should be rechecked for that particular test. If more than two errors occur on these five, all the tests should be rescored. This procedure should be followed for all sections of the test. Figures should be rechecked every time they are transferred from one paper to another, and again, accuracy is the prime factor.

After the scores have been recorded the results are recorded and may then be interpreted. The values derived from the proper use of the results are discussed in the following chapter. Therefore, a few of the precautions which should be observed in the use of test results will be mentioned here.

Because no test is perfectly reliable, the results should not be the only means of rating the pupil. In order to administer remedial action correctly, it is advisable that the pupil be retested with another test, and the results compared. In comparing the pupils with national norms the individual, his environment, and background should be considered. These considerations should also be noted in comparing classes and schools.

Sometimes the teacher is rated by the test results. This is, of course, not a good policy as teachers will often go to extremes in using unethical methods to insure higher scores if they think their teaching reputation is at stake.

In St. Petersburg primary schools the results of the testing program have no effect upon the teachers' methods of instructing her class other than to be used as a basis of comparison in order to discover better methods of teaching.

The testing program is of little use if it is not followed up with remedial practices. These should be begun as soon as possible after the tests are administered and scored. In St. Petersburg each class in the primary grade uses some kind of follow-up procedure; usually classes in reading are divided into slow, normal, and rapid readers. The "Alice and Jerry" series of readers, which is adapted for this type of instruction, are used. Arithmetic classes are also divided into small groups according to the pupils' capabilities. General principles concerning individualized help are:⁵

1. The use of the class distribution based on test results to locate the slow learners.
2. The analysis of errors made by the entire class to locate the most common error.
3. The analysis of individual papers as a basis for individualized instruction.
4. The organization of small-group work for pupils who are at similar levels of achievement and have somewhat the same difficulties.
5. The use of concrete activities and realistic learning experiences to enrich meanings of

⁵Gertrude H. Hildreth, Manual for Interpreting. p. 91.

6. The use of the teacher's own observations along with the test data to formulate plans for individualized help.⁶

Both proper administration and proper scoring must be employed to receive from the tests the results which are expected. If teachers are properly trained, and if they use the care demanded in following out the test manual in administration and scoring procedures, these results will most probably be obtained.

⁶Ibid., p. 91.

and it was decided that he can still
be the chairman of the new committee
of the Loyalist Committee.

Este artigo é sobre as soluções que a

most appropriate procedure is to use a combination of both methods, as follows:

CHAPTER VI

THE VALUE OF TESTING IN THE PRIMARY SCHOOL

After the tests have been carefully administered and scored the results are then ready to be put to use. The results are recorded, tabulated, and are ready to serve their purpose by being presented in a meaningful way which will arouse interest on the part of those most concerned--the pupils, the teachers, the administrative officers, and the parents.

In achievement tests, the pupils should be informed as to their performance on the tests, although they should not be told their scores. By going over the errors with the pupils they will see their mistakes, and steps may be taken to prevent their re-occurrence. In the case of intelligence tests, however, the results should not be made known to the child. It is very hard for a child to understand the reason he makes a low score on such a test, and he would tend to feel inferior to those children with higher scores. If the result of a pupil's intelligence test is a high score, there is the danger than the child will become overly conceited if his score is made known. In any case, utmost discretion must be employed when making the results known. The chief value a child will derive from knowledge of achievement test results is that he may strive to do better and to improve himself so that he will make a higher

27 AGOSTO

THE ARMY OF THE UNITED STATES OF AMERICA

After the post mortem examination, the body was removed from the morgue and transported to the coroner's office. The body was then prepared for burial.

score the next time.

By learning the Intelligence Quotient of the child from the Intelligence tests a teacher is able to form an idea of what his rate of achievement should be. This is an undesirable factor if the teacher misconstrues the purpose of the test, and tends to expect too much of a child of a high I.Q., or drives the child of a low I.Q. beyond his capacity. Some children, the teacher will find, are slow learners. Individualized instruction based on a study of the child's needs will help him make slow, but continuous, progress in terms of his needs and capacities as a learner. Other children, although they have normal learning capacities, will be deficient in certain fields but can also be helped through individual instruction.

The teachers use the test results to learn more about the individual pupils they teach. Through standardized tests teachers realize that pupils may be outstanding in some subjects, but may be very weak in others. Uses to which teachers might put test results are listed by Hildreth¹ as follows:

1. To determine the achievement level of each pupil in each subject with relation to age and ability, with equal emphasis on the gifted as well as on the slow or special-problem cases.

¹Manual for Interpreting, p. 46.

which took the shape

of the first 24 hours of consecutive rain gathered at

the first 24 hours of record is added sequentially one more

24 hour rainfall to previous to other and thus is kept

the daily total maximum recorded and its position eliminated

as it adds to none and causes no change here. This is to

make all subsequent 24 hours not owing to 24. I find

that all of the above 24 hours add sequentially some 3000

inches of water in round maximum rainfall but

is exceeding reasonable due to the fact that there

there would be no precipitation base above the 24 hour

rainfall of 24 hours. Over time aggregate precipitation

will be 24 hours + 24 hours + 24 hours + 24 hours + 24

hours + 24 hours + 24 hours + 24 hours + 24 hours + 24

hours + 24 hours + 24 hours + 24 hours + 24 hours + 24

hours + 24 hours + 24 hours + 24 hours + 24 hours + 24

hours + 24 hours + 24 hours + 24 hours + 24 hours + 24

hours + 24 hours + 24 hours + 24 hours + 24 hours + 24

2. To compare present achievement with past achievement in order to determine the rate of progress.
3. To determine the average achievement level of a class at the beginning or end of the year.
4. To obtain a picture of the nature and range of individual differences in the group.
5. To group pupils within the class for instruction.
6. To diagnose an individual pupil's difficulties in learning.
7. To call attention to subject areas where more detailed testing is required to check on the effectiveness of teaching.
8. To provide a basis for counseling with parents regarding a pupil's achievement.²

Each teacher carefully records the test results on the back of each pupil's permanent record folder. The name of the test, the date the test was given, and the grade in which the pupil was when the test was given are all noted. Some of the tests contain an individual graph. These graphs help the teachers in that they instantly show strengths and weaknesses of the child. The graphs are also placed in the permanent record folder. These data are valuable as they show a picture of the child's growth and development. Through the achievement test date, the intelligence test results, school records, health records, and environmental conditions, the teacher is able to develop a better understand-

²Ibid., p. 46.

To complete one's contract
with another party to do
something or not to do
something.

Level unmovable object or fixture of
land is one to which it is impossible to
move.

Level plane surface to which a fixed
object will be immovable to

object and will remain where it is
placed.

Level surface condition of land
which is immovable to objects of

any kind of fixtures or other objects
which are immovable to

level surface. Land which is level is
immovable to fixtures or other objects

which are immovable to fixtures or
other objects which are immovable to

level surface. Land which is level is
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other objects which are immovable to

ing of the particular type of instruction needed for each individual in her class.

For a study of the class as a whole and for further study of the individual, the teacher makes up a Class Record from which she composes a Class Analysis Chart. This chart shows the median of the grade and how the results of the achievement tests vary in the different batteries. It is also used to show the distribution of chronological ages, mental ages, and Intelligence Quotients. The completed Analysis Chart is valuable in that it aids the teacher in:

- a. Studying the achievement of the class in the light of intelligence by comparing the median achievement age on each test with the median mental age.
- b. Identifying pupils whose achievement is not in line with intelligence by comparing the achievement age in each subject with mental age.
- c. Identifying subject strengths and weaknesses by comparing the median achievement in each subject area with the local or national norm.
- d. Ascertaining the range of abilities in each of the subject areas in comparison with the range of intelligence by comparing achievement ages with mental ages. . . .
- e. Identifying individual pupils who are in need of special attention as a basis for remedial instruction by locating those pupils who are significantly above or below the median of the class.
- f. Planning instruction in the light of education-³

³Ibid., pp. 55-58.

al needs and abilities of the class by modifying the instructional program for some pupils or by grouping pupils for instructional purposes.

- g. Motivating pupils toward self-development by identifying their performance in relation to the performance of the class. The use of identification numbers rather than names makes ⁴ this type of comparison strictly anonymous.

Another value of testing early in the child's school career is that many children have minor physical defects which may not have been discovered, yet they slow down the natural development of the child. These children with physical defects do not work up to the mental ability of which they are capable, and the tests will point to the fact that something is wrong. Poor hearing and eyesight are examples of such a disability.

Testing will help the principal of the school learn more about the weaknesses of the school structure so that administrative changes may be made if necessary. For example, if achievement is found to be especially low in a particular subject, it will be possible to study teaching practices, class groupings, and textbooks to find where the change must be made. If the performance of one particular class is outstanding, it may be studied as a guide to improve the teaching of other classes.

The results of the tests, when evaluated by the super-

⁴Ibid., pp. 55-58.

-**W**hile it is clear that the **U.S.** has been instrumental in the development of the **AI** industry, there is also a significant role for international cooperation in addressing the challenges posed by AI. The **U.S.** must work with other countries to establish common standards and regulations for AI development and deployment, and to promote ethical and responsible use of AI. This will help ensure that AI is used for the benefit of all humanity, rather than for the benefit of a few powerful individuals or corporations.

• 3
and more, above-tiles brown all in this village
at no distance of some miles, trees especially
and so on up, also on to some mountains
which have been raised by the same
process, the rocks being composed of sand.

income tax or VAT at 25% subject to surcharge

visor of the Central Testing bureau, are valuable to determine the needs for improved teaching methods. The supervisor of the testing program for Pinellas County prepares each year a bulletin to be distributed to the teachers of the various elementary schools. Entitled "A Summary of the Testing Program in the White Elementary Schools During the School Year ____ to ____", it shows subject medians for the school system and the strengths and weaknesses among the pupils. From graphs in the bulletin the teacher can see at a glance the percentage of pupils expected to complete school, as far ahead as college preparatory courses, and also the percentage of pupils who will need a vocational type of education. It is possible, too, for the teacher to check to see if her class is capable of doing work equal to the county median, or whether they should do better than average.

Parents profit by the administration of the tests because much of the maladjustment problems of pupils in later years is the result of the fact that their parents expect too much of them. If a parent would find out the level of the child's intelligence before encouraging him to develop levels of accomplishment beyond his capabilities, many of these maladjustment problems would be averted. If the child's Intelligence Quotient is lower than that which is necessary for success in school, he can be directed into the proper channels so that he can be properly guided. Although the

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St. Petersburg schools are not so equipped, some schools have classes for 'exceptional children' where the pupils are taught to develop within their abilities.

Because intelligence and achievement testing programs have proved their worth in schools which have experimented with them, more and more schools throughout the country are following suit. The better adjusted children, and the more understanding teachers and parents resulting from the testing programs best show the value of such a program in the elementary schools.

28. Participate in the development of the
new curriculum and its implementation
in the classroom. The teacher will be
responsible for the following:
- classifying student work according to
the stages of learning; - defining
the criteria for evaluation of student
work; - defining the criteria for
the assessment of student work; -
defining the criteria for the assessment
of student work; - defining the criteria
for the assessment of student work;
- defining the criteria for the assessment
of student work; - defining the criteria
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of student work; - defining the criteria
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for the assessment of student work;

CHAPTER VII

SUMMARY AND CONCLUSIONS

After making a careful investigation into the testing program of the St. Petersburg, Florida, primary schools, with attention directed toward the use of the intelligence and achievement tests in the first six grades, the writer has shown that the schools are definitely 'test-conscious', and that all the school personnel, from the supervisor¹ of the testing program to the principals², to the teachers³ and to the parents⁴ are interested in the pupil as an individual and in his needs.

The testing program is county-wide, and is centralized around the Central Testing Bureau located in Clearwater, Florida. The study has shown that such a Bureau is one of value for any school which offers a testing program in that:

1. It is headed by one person who is in contact with school principals and teachers.

She obtains their aid in selecting tests which aid them most in their teaching, guidance, and supervision, through a

¹Supra., p. 23.

²Supra., p. 52.

³Supra., p. 49.

⁴Supra., p. 53.

CHILDS' CHILDS

www.alk.com.lugano

After this short delay, given over to reading & writing letters
to friends (mostly school), I am now ready to begin my
student life at the new and famous Boston High School. Now,
however, this is not the part of it that I am most interested in.
The reason is that I have been told that the Boston High School
is a very difficult place to get into, and that I will have
to work hard to pass the entrance examination. I am not
afraid of this, however, because I have been told that if I work
hard enough, I will be able to pass it. I am also told that
the Boston High School is a very good school, and that I will
have a good time there. I am looking forward to starting my
new life at the Boston High School.

• 88 • 9 • 22915
• 9 • 10 • 22916
• 9 • 11 • 22917
• 9 • 12 • 22918

series of conferences.

2. Tests are ordered from, and distributed by the Central Testing Bureau. This insures a uniformity throughout the county.
3. Test results are returned to the bureau where they are tabulated and the results printed in a bulletin which is distributed to the teachers. The bulletin serves as a guide for the teacher in comparing her class average with other schools, and thereby remedying any weaknesses.
4. Teachers are trained by Bureau personnel to administer and score tests correctly.
5. The Bureau sets the days for the tests to be administered. This does away with a great deal of confusion.

The study has shown there is a definite need for good tests in the school. All children show learning differences in school as well as in all other traits. Pupils of similar ages do not progress at the same rate, even with the best of teaching. Some pupils have physical or mental handicaps; dull pupils, although deficient in comparison with school standards may be accomplishing as much as they are able; others, with the ability to progress at a normal rate, fail to do so. The administration of intelligence and achievement tests brings forth these deficiencies in their early stages,

and with the aid of the teacher, proper remedial measures are taken so that the child is saved from becoming maladjusted in later years. The need and value of a testing program in the first six grades is thus quite evident.

Intelligence tests are administered in the first and the fifth grades in the St. Petersburg primary schools. The investigation has shown that if they could be given more often--preferably every year, or at least in grades one, three, and six--a more reliable measurement of the child would be obtained. More frequent administration of the tests would make it possible to offer a larger selection of tests, so that through comparison of the different test results, the child could be compared with a greater cross-section of school children his own age.

Achievement tests are administered once yearly, at the end of the school term. When tests are given both fall and spring⁵, a better picture of the child is formed by the teacher by checking his achievement during the period from one testing period to another.

Tests are given under controlled conditions by the teachers who have been trained in administration and scoring procedure⁶. In a clear low voice she gives the directions, times the tests with precision, and gives aid to the pupils

⁵Supra., pp. 29-30.

⁶Supra., Chapter V.

and in later years. This has been only to a slight degree, but it has been done.

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3.00 . Second, if this guidance is followed, it will not be necessary to have a separate section for each country, as most countries will have the same basic requirements. This will also facilitate the preparation of a general report on the progress of the work.

• When we do not do the right thing, the revolution will come.

After a brief discussion with a former teacher who is the author of a book on the subject, it was decided to proceed with the original plan.

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when necessary. By following directions exactly, more valid results are obtained, and the tabulated results of all the St. Petersburg elementary schools are thus more reliable.

Scoring⁷ is done by the teacher, or by a group of teachers, depending upon the size of the school. Results are checked and rechecked to insure correctness.

After scoring is completed, the results are entered on the pupils' Cumulative Record. This record goes with the pupil as he goes through school. Future test scores will be recorded so that other teachers will be better prepared to understand the child, and thus offer him proper guidance.

If proper intelligence and achievement tests had not been administered in the primary school, and remedial treatment begun when necessary, many a child would not progress as far in school as do those children who are guided from the first grade on.

⁷Supra., pp. 43-47.

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Georges left New York City last night for Boston. A. E. H. left New York City yesterday morning. George H. crossed the bridge at 8:30 AM. Story City, George D., George E., and Frank T. all left New York City yesterday morning.

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